

# John H. Lounsbury College of Education

# Course Syllabus

**EDRD 6500:W1M Course Syllabus**

**Link to D2L:** [**https://gcsu.view.usg.edu/d2l/home/853415**](https://gcsu.view.usg.edu/d2l/home/853415)

**Page for Reading Specialist** [**http://www.gcsu.edu/education/readingliteracyandlanguage.htm**](http://www.gcsu.edu/education/readingliteracyandlanguage.htm)

**Program:** Reading, Literacy & Language (RLL)

**Course Title:** Designing Research in Literacy & Language   
**Semester Hours:** 3

# Course Information

**Instructor:**   
**Office Hours:**

**Office:**

**Telephone:**

**Email:**

# Class Meetings

|  |  |  |  |
| --- | --- | --- | --- |
| **Month** | **Days** | **Dates** | **Time** |
| **August** | Tuesday | 18 | 5:00-­‐7:30 |
| **September** | Tuesday | 1 | 5:00-­‐7:30 |
|  | Tuesday | 22 | 5:00-­‐7:30 |
| **October** | Tuesday | 20 | 5:00-­‐7:30 |
| **November** | Tuesday | 3 | 5:00 - 7:30 |
| **November** | Tuesday | 17 | 5:00-­‐7:30 |

**Location:** Macon Graduate and Professional Center, Room 309

# Course Prerequisite and Description

Prerequisite EDRD 6000, EDRD 6200, & EDFS 6225: This course surveys the methods most widely used in literacy and language research with an emphasis on classroom applications. Students will design and prepare a research project for implementation in the spring that will culminate in the Capstone Action Research Project.

**Course Function**

This course is a core program requirement for candidates admitted to the M.Ed. in Reading, Literacy & Language. It is designed to provide an in depth understanding of literacy research methodology and to generate the research design and proposal for the capstone action research project. The focus is on systematic and reflective inquiry into curriculum, instruction, teaching, and learning.

# Expected Course Outcomes

Through the learning opportunities in this course, students will demonstrate:

* Understanding of action research and the contributions it makes to the larger research community.
* Ability to challenge assumption about practice and identify research questions that are relevant for their practice and to other literacy educators.
* Appreciation for the ethical implications of conducting research with children in classroom settings.
* Ability to interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that address the needs of all readers.
* Knowledge of literature and research about factors that contribute to reading success and demonstrate a critical stance toward the scholarship of the profession.
* Support for other teachers in the design, implementation, and evaluation of the reading and writing curriculum for all students.
* Ability to design learning environments that recognize and value diversity and contribute to success of all students through responsive, differentiated instruction.
* Engage in conversations about research on diversity and how diversity impacts reading and writing development.
* Systematic approach to practice, reflecting and taking appropriate measures to make positive changes.
* Engagement in dialogue and collaboration with other teachers to obtain ideas and suggestions on teaching practices and action research design.
* Critical reflection on teaching practices and research professional literature to inform plans for action research design.

These outcomes are aligned with both the International Reading Association (IRA) 2010 Standards for Reading Professionals (Reading Specialist/Literacy Coach) and Georgia Professional Standards for Reading Specialist.

# IRA 2010 Standards for Reading Professionals

Reading Specialists/Literacy Coaches are professionals whose goal is to improve reading achievement in their assigned school or district positions. Their responsibilities and titles oftendiffer based on the context in which they work, their teaching practices, and educational experiences. Responsibilities may include teaching, coaching, and leading school reading programs.

# Reading Specialists/Literacy Coaches may also serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community, provide professional

development based on historical and current literature and research, work collaboratively with other professionals to build and implement reading programs for individuals and groups of students, and serve as advocates for students who struggle with reading. Many of these professionals have a specific focus that further defines their duties, such as serving as a teacher for students experiencing reading difficulties, as a reading or literacy coach, as a coordinator of reading and writing programs at the school or district level, or in several combinations of these roles.

# Standard 1: Foundational Knowledge

Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-­‐based foundations of reading and writing processes and instruction.

# Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

# Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

# Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

# Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

# Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-­‐long effort and responsibility.

# Required Text, References, and Material Course Required Text

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.   
Shagoury, R., & Power, B.M. (2011). *Living the questions: A guide for teacher-researchers (2nd ed.).*

Portland, ME: Stenhouse Publishers.

# Supplemental Text:

Efron, S.E., & Ravid, R. (2013). *Action research in education: A practical guide.* New York: The Guilford Press.

Goswami, D., Lewis, C., Rutherford M., & Waff, D. (2009). *On teacher inquiry: Approaches to language and literacy research.* New York: Teachers College Press.  
Holly, M.L. (2008). *Action Research for teachers: Traveling the yellow brick road (3rd ed.).* New York:

Pearson.

Hubbard, R.S., & Power, B.M. (2003). *The art of classroom inquiry: A handbook for teachers.* Portsmouth, NH: Heinemann.

# Additional References Professional Reading Journals

*Action Learning: Research and Practice Action Research*

*Education Research for Social Change   
Educational Action Research   
Educational Leadership*

*English Journal*

*English Leadership Quarterly   
Inquiry in Education*

*International Journal of Action Research  
Journal of Action Research*

*Journal of Adolescent & Adult Literacy*

*Journal of Inquiry and Action in Education*

*Journal of Literacy Research*  
*Language Arts*

*Networks: An On-­‐Line Journal for Teacher Research   
Reading Research and Instruction*

*Reading Research Quarterly*

*Research in the Teaching of English   
Teacher Research Quarterly*

*The Reading Teacher*

*Systematic Practice and Action Research   
Voices from the Middle*

**Websites**

All About Adolescent Literacy: <http://www.adlit.org/>

American Educational Research Association: <http://www.aera.net/default.aspx>

Annenberg Teacher Professional Development: <http://www.learner.org/index.html>

Center for the Improvement of Early Reading Achievement: <http://www.ciera.org/>  
Common Core State Standards: <http://www.corestandards.org/>

International Reading Association: <http://www.reading.org/>

Literacy Design Collaborative: <http://www.literacydesigncollaborative.org/>   
Literacy Research Association: [www.literacyresearchassociation.org/](http://www.literacyresearchassociation.org/)   
National Writing Project: Teacher Research/Inquiry: <http://www.nwp.org/cs/public/print/resource_topic/teacher_research_inquiry>  
National Council of Teachers of English: <http://www.ncte.org/>

National Reading Panel Report: <http://www.nationalreadingpanel.org/>

*Reading Online:* <http://www.readingonline.org/> readwritethink: <http://www.readwritethink.org/>

Teachers College Reading and Writing Project:<http://readingandwritingproject.com/>

Council of Chief State School Officers, Adolescent Literacy Toolkit:  
<http://www.ccsso.org/resources/digital_resources/adolescent_literacy_toolkit.html>

National Institute for Literacy Publications: <http://lincs.ed.gov/publications/publications.html>  
What Works Clearing House, Institute of Educational Sciences: <http://ies.ed.gov/ncee/wwc/>

**Georgia Department of Education: Georgia Standards** https://www.georgiastandards.org/Pages/Default.aspx

# Common Core State Standards Initiative

<http://www.corestandards.org/>

**LiveText**

The JHL COE has adopted LiveText to manage our teacher education assessment system. Each student in every degree program will be required to purchase an account with LiveText and use it in various courses throughout the program. Particularly, your work in LiveText will culminate in your Professional Portfolio, a unit-­‐wide decision point. In this course, LiveText will be used to submit and receive feedback in major assignments of this course.

# Course Expectations

**Assignments**

All assignments should be submitted on time by the due date posted and as a WORD.doc with 1” margins and 12 font or in an electronic submission following the assignment instructions. Please spellcheck and proofread for conventional mechanics and grammar. All assignments should be thoughtful reflections of your learning and demonstrate the high standards of professional educators and graduate students. Points may be deducted from any assignment that does not meet these standards.

*Late assignments will not be accepted unless you contact me prior to the due and make arrangements for a submission on an alternate date.* This alternate date should be within a week of the posted due date and you should notify me of this new due date in your request for an extension.

*Assignments that are excessively late or late assignments without prior arrangement will be subject to deductions and may not be accepted for credit at all*. If you regularly fall behind in your assignments, you will not benefit fully from this course.

*After 3 days late (without prior arrangement), I will not accept the assignment for credit.*

I attempt to provide feedback on assignments in a timely manner. Regular assignments, such as learning modules and blogs, are graded and returned a week from the due date. Major assignments and projects may take additional time. If you submit a late assignment, it will take longer for you to receive feedback, which is another reason for submitting your assignments on time. *AT ANY TIME*, if you are concerned about an assignment, please contact me to make arrangements to discuss you concerns.

# Technology Use

Computers are important learning tools in this course. During class meetings, however, personal use of computers (i.e., checking email, completing assignments, web-­‐surfing, etc.) demonstrates a lack of participation and may be distracting to other colleagues. I ask that you respect your colleagues and your instructor and keep technology use focused on class activities and that also means turning off cell phones and refraining from texting during class. Especially in a seminar course of this nature, routine practice of “distracted” participation works against the professional learning community in this course.

# Course Support

1. Whenever possible, I will post announcements, information, assignments, and materials and/or send email notification. Please do your part by checking our D2L message board and your GCSU email regularly for course announcements and instructor email communication. Please respond to emails in a timely manner. Because we do not meet regularly in this hybrid course, I suggest that you designate regular times to check-­‐in on both D2L and your GCSU email. Especially in this online format, you need to check for course communication every week.
2. Your questions and concerns are important to me. I consider emails a communication medium for direct messages, not extended conversation. If you have an explicit request for information or a question that involves a concise response, please send an email. If your question involves considerable discussion about an assignment or grading, please email me to arrange a time to meet. If I receive an email that I believe requires extended conversation, I will ask you to see me during my office hours or speak directly with me by phone. Please understand that I consider your questions and concerns important. I have learned, however,   
   that ongoing email messages are not always the most effective, clear, and expedient way to communicate or to receive the support you may need from me in this course.
3. I am available for conferences an hour before our seminar meetings and by arrangement. I encourage you to contact with me *at any point in the semester* if you have questions about your assignments or your academic standing in this course. Since this is a hybrid course and we are not meeting weekly, phone conversations, chat, and Skype may be useful alternatives to face-­‐to-­‐face conversations. I truly value our regular communication and interaction throughout this course.
4. Due the nature of the content in this course, it is important that we establish confidentiality in discussions that occur both in our face-to-face sessions and online. The nature of research deals with participants, and these individuals need to be treated with respect. As a learning community of researchers, we must uphold to high standards of confidentiality and keep information about participants and schools within conversations among our course colleague.

**Course Etiquette**

Please keep in mind that respect should be given to colleagues during class meetings and online. For instance, side conversations during class discussions and surfing the Internet with personal computers are disrespectful to those who are speaking. Please be considerate to colleagues during class discussion. I encourage comments, questions, and related experiences. Please

consider, though, whether what you have to say contributes to the larger discussion. When relating personal experiences, consider your colleagues. Let us all try to encourage full participation of our colleagues in seminar discussions.

Please plan to arrive to our class meetings promptly and on time. While we all have situations that may lead to delay in getting to class on time, consistent tardies will impact your attendance and participation grade. Please advise me if you have special considerations or concerns.

# Course Activities

Teaching strategies for this course include lecture, guest speakers, class discussions, cooperative group learning, inquiry into practice, blogging, presentations, and online learning modules, including readings, video clips, and online resources.

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Dates** | **Topics** | **Assignments Due** |
| 1 | 8/18-­‐  9/01 | Learning Module 1:  Overview of Action Research  Teacher As Researcher  Topic: A teacher researcher's journey  Seminar 2: Jeff Dowdy, GC Library Literature Searches and Resources | *Learning Module 1*  *Living the Question, Ch. 1*  *APA, Ch. 1*  Researcher Blog1 (RB1)  Discussion Board 1 (DB1) |
| 2 | 9/02-­‐  9/15 | Learning Module 2:  Formulating Action Research by Asking Questions | *Learning Module 2*  *Living the Question, Ch. 2*  RB2, 9/02 to 9/16  DB2, Respond to DB1  Statement of Topic |
| 3 | 9/16-  9/29 | Learning Module 3:  Researchers Reading  9/22 Seminar: Melinda Goggans Living Action Research | *Learning Module 3*  *Living the Question, Ch. 6*  *APA, pp. 27-28*  RB3, 9/16 to 9/30  DB3, Respond to DB2  Introduction and Research Questions,  I-Chart |
| 4 | 9/30 -  10/13 | Learning Module 4:  Designing Research  During this module, you will schedule an individual conference with me to discuss your action research project. | *Learning Module 4*  *Living the Question, Ch. 3 APA, Review Ch. 6*  RB4, 9/30 to 10/14  DB4, Respond to DB3  Literature Review  IRB Training Certificate due |
| 5 | 10/14-  10/27 | Learning Module 5: Harvesting Data  10/20 Seminar: Literature Review  IRB Online Proposal System | *Learning Module 5*  *Living the Question, Ch. 4*  *APA, pp. 29-32*  RB5, 10/14 to 10/28  DB5, Respond to DB4  Design of Action Research & Methods  Institutional Review Board proposal due |
| 6 | 10/28-  11/10 | Module 6: Data Analysis  11/03 Qualitative Analysis: Coding | *Learning Module 6 Living the Question, Ch. 5*  *APA, pp. 32-40*  RB6, 10/28 to 11/11  Revising IRB and Submission |
| 7 | 11/11-  11/24 | Module 7: Writing Research  11/19 Class Meeting: Action Research  Design Presentation and Feedback | *Learning Module 7*  *Living the Question, Ch. 7*  *APA, pp. 61-77*  RN7, 11/11 to 11/25  DB6 Responses |
| 8 | 11/25-  12/07 | Module 8: Sustaining Action Research | *Living the Question, Ch. 8*  Submit Action Research Project Design to  LiveText. |

# Outline of Course Content

**Online Course Content:**

Module 1: Overview of Action Research

Module 2: Formulating Action Research by Asking Questions

Module 3: Researchers Reading

Module 4: Designing Research

Module 5: Harvesting Data

Module 6: Data Analysis

Module 7: Writing Up Research

Module 8: Sustaining Action Research

# Assessment and Evaluation of Content

**Description of Assignments:** This section elaborates major assignments and the weight (corresponds to the point total) of each towards your final grade.

# Class Attendance & Participation (10%)

1. **Researcher’s Blog (18%)**
2. **Discussion Board (15%)**
3. **Learning Modules (21%)**
4. **Institutional Review Board Application (10%)**
5. **Capstone Action Research Design (26%)**
6. **Class Attendance & Participation (10%)** **(IRA Standard 6)**   
   Participation in this blended course will be graded based on attendance in scheduled seminar sessions, learning module assignments, and online discussions.

For successful participation, you will need to:

1. Attend and arrive on time to all class meeting sessions and blog regularly;
2. Participate **actively** during class meetings in whole group and small group discussion and in responding to at least two colleagues' per learning module;
3. Act professionally and respectfully to others, both in class, in the field, and online;
4. Complete the required readings and any other assignments to prepare for class and online interactions;
5. Engage enthusiastically in informed conversation by contributing thoughtful questions, reactions, and new ideas;
6. Bring all assigned materials to class meetings.

Class and online interactions will draw from your understanding of the course readings and resources and your observations and reflections from the field. You are responsible for all the material assigned in the readings and videos, even if we do not specifically discuss every aspect of the readings in our class meetings or in online discussions. Since actual meeting time is very limited,

Only select, salient topics will be extended in class presentations and discussions.

You will be asked to respond to assigned course material in class, online discussions, and assignments.

# Researcher’s Blog (18%) (IRA Standards 1,4,6)

This semester you will take on the practices of an action researcher by regular and routine entries in a researcher's blog. In this assignment, we are establishing the practices of a teacher researcher that will continue throughout your action research project in the spring. A researcher’s blog is a journal that contains observations, insights, and questions. This information becomes a data source for your action research project. In the ethnographic tradition, these field notes constitute data that are revisited and result in deeper insights and interpretations. Ethnographers call it “cooking their field notes.” As you research your topic in the literature and participated in professional discussions, your researcher's blog will become a place to capture ideas and insights and record important references. Blog reflections will begin the process of integrating the literature and research you are exploring with the observations and insights from your classroom experiences. You will create an online blog that you will share with me. This blog will be your researcher's notebook. I will award credit each module (up to 3 points per module) based on your regular notebook entries (at least three substantive entries per learning module). Further instructions for your researcher blog and rubric can be found in the Researcher's Notebook folder on D2L.

# Discussion Board (DB) (15%) (IRA Standard 1, 2, 4, 5, 6)

# In this hybrid course, the discussion board is an essential component for sharing ideas and

continuing vital, academic conversations while engaged in learning about action research and in designing your action research projects. In your discussions, you will reflect on your course readings about the procedures and practices of research and research design, as well as share connections

to your classroom experiences and your action research project. You will post a discussion for each module and also respond to previous module discussion to earn credit for discussion participation. A rubric posted on D2L will be used to award credit. The discussion differs from the researcher blog. In the researcher blog, you are expanding field notes from your classroom observations and developing your action research focus. The discussion board is an academic conversation with the purpose of processing the text reading, clearing up confusions, and relating the readings to your classroom practice and experiences, which may or may not involve the direct focus of your action research project.

# Learning Modules (21%) (Standards 1, 2, 3, 4, 5, 6)

Since this course is a hybrid, consisting of six class meetings and online study, much of the content will be presented in learning modules. Learning modules will be posted on D2L in a folder. These modules will consist of an overview of the learning module, readings and other content formats, such as podcasts and video clips, and assignments to be submitted by links that appear in the module. Modules will available according to the Course Schedule in this syllabus. Except for the final one, modules are assigned a two-week window for completion. Dates associated with modules are listed in the Course Schedule.

Each of seven two-week modules in this course will be worth 3 points of your total grade, based on completion of assignments in the module. The rubric (below) will be used as a holistic score for all assignments in a module. Module assignments will be awarded points according to this rubric. It will be your responsibility to keep up with the readings. Our intention for including assignments in modules is to give further your understanding of action research. Module assignments are similar to in-­‐class assignments and are not *major* course assignments. The major course assignments are listed separately in the syllabus and will be graded based on their own rubrics. Module point values will be posted in your grade book available on D2L.

# Rubric for Grading Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| 3 (100%) | 2.75 (92%) | 2.5 (84%) | 2 (67%) |
| *Assignments in this module are high-­‐ quality products.*  Each assignment demonstrates a thoughtful and reflective approach, includes specific and meaningful examples from readings and other content of module, and demonstrates an in-depth understanding of the content.  Assignments are submitted on time. Conventions of mechanics and grammar are strong. | *Assignments in this module are quality products*.  Each assignment is complete and shows thoughtful consideration of the topics of the module. The assignments demonstrate a solid understanding of the module content. Assignments are submitted on time. There are few deviations from acceptable conventions of mechanics and grammar | *Assignments in this module are acceptable*.  Inconsistency may be present in the quality of assignments or assignments may be late submissions.  Assignments also may represent general and vague references to the content of the module. There are consistent deviations from acceptable conventions of mechanics and grammar | *Assignments in this module do not demonstrate acceptable quality.* Assignments may be addressed in an inconsistent, incomplete manner and may include brief, vague references.  Assignments may demonstrate lack of reflective thought and do not show the caliber of graduate study.  There are serious deviations from acceptable conventions of mechanics and grammar. |

**5.** **Institutional Review Board Application (10%) (Standard 6)**

To meet the requirements of research, you will need to submit a proposal to the Georgia College Institutional Review Board for approval. All those affiliated with Georgia College that wish to conduct research involving human subjects must submit proposals to the Institutional Review Board. Before submitting your proposal, you will need to take an online module that will explain the legislation involved and your responsibilities in conducting research involving human subjects. In addition, I will have a representative from the committee come to class to discuss the procedures with you. Further details and instructions are available in the IRB folder on D2L.

**6. Capstone Research Design (26%) (Standards 1, 2, 3, 4, 5, 6)**

The culminating project for this course is a design for the action research that you will conduct in the spring. This action research project will be analyzed and a report written as part of EDRD 6690: Capstone and Research taken in the summer of 2015. This project will be developed over the readings, activities, and assignments in this course. The components of this project are: Statement of Topic (2 pts.), Introduction and Research Questions (3 points), I-Chart (3 points), Literature Review (5 points), Methods (5 points), Data Sources, Collection, & Analysis (5 points), and Presentation in class meeting on November 18 (3 points). Due dates for each component of this project are listed in the Course Schedule in this syllabus. Further instructions for each component of the project and rubrics for grading are available in the Action Research Project folder on D2L.

**Grading Scale for Final Grade:**

A 92-­‐100%

B 84-­‐91%

C 75-­‐83%

D 65-­‐74%

F 64% or less

# Attendance Policy:

Attendance is an essential requirement of this course and is your responsibility as a student in this course. You are expected to attend each seminar meeting, to be prepared by reading the assigned material, and to actively participate in class discussion and online blogging each week. Punctuality

is an essential behavior to develop as a teacher. Excessive tardiness and/or absences will result in a grade penalty for the course.

# Assignments

All assignments should be submitted on time, word-­‐processed (1” margins, 12 font), spell-­‐checked, and checked for grammatical errors. All work submitted should be thoughtful, reflective of your learning, and reflective of the high standards that we should have for ourselves as educators.

Points may be deducted from any assignments that do not meet these standards. In addition, I will make deductions for any late work unless you have made prior arrangements with me to submit an assignment on an alternate date. Assignments that are excessively late, without prior arrangement, may not be accepted..

**Plagiarism Policy:** Plagiarism will not be tolerated. If instances of plagiarism are noted, the instructor will determine if this is the first incident of plagiarism by consulting the university database on plagiarism, the student will be listed on the university database on plagiarism, the student may receive a grade zero for the assignment and a grade of “F” for the course. Depending on the seriousness of the violation, the professor may move to adjudicate.

Turnitin: This course (or section) uses plagiarism prevention technology. Students have the option of submitting papers online through a plagiarism prevention service or allowing the instructor to submit hard copies of these papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

# University Policies

**Honor Code**

All students are expected to abide by the requirements of the Georgia College & State University Honor Code as it applies to all academic work at the University. Failure to abide by the Honor Code will result in serious penalties. The Honor Code may be found at: <http://www.gcsu.edu/studentlife/handbook/code.htm>

# Request for Modifications

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-­‐445-­‐5931 or 478-­‐445-­‐4233.

# Diversity Concerns:

The College of Education (COE) recognizes that society is a unique mixture of diverse individuals. Diversity encompasses issues of gender, race, age, ethnicity, socioeconomic status, sexual orientation, ability, color, country of origin and more. The COE values and respects the diversity of individuals and seeks to prepare students who will be capable of working effectively with individuals of varying characteristics. The COE will seek to provide learning experiences, both within and outside of the classroom which will foster understanding and appreciation of diversity in our students and will provide strategies to help students work effectively with diverse individuals in professional setting.

# Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. At Macon Center, assemble across the street from The Thomas Jefferson Building. **Remain there** until you are told to re-enter by the emergency personnel in charge. In case of a fire, DO NOT IMPEDE access of emergency personnel to the area.

# Religious Observance Policy

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one’s rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-­‐up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

**Student Opinion Surveys**

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

# Professional References:

Beach, R., Green, J., Kamil, M., & Shanahan, T. (2005). *Multidisciplinary perspectives on literacy research (2nd ed.).* Cresskill, NJ: Hampton Press, Inc.  
Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.* Los Angeles, CA: SAGE Publishing.  
Coburn, C.E., & Stein, M.K. (2010). *Research and practice in education.* New York: Rowman & Littlefield Publishers, Inc.  
Coiro, J., Knobel, M., Lankshear, C., & Leu, D.J. (2008). *Handbook of research on new literacies.* New York: Lawrence Erlbaum Associates.  
Corbin, J., & Strauss, A. (2008). *Basics of qualitative research 3e: Techniques and procedures for developing grounded theory.* Los Angeles, CA: SAGE Publishers.  
Creswell, J.W., Plano-­‐Clark, V.L. (2007). *Designing and conducting mixed methods research.* Thousand Oaks, CA: SAGE Publications.  
Denzin, N.K., & Lincoln, Y.S. (Eds.)(2000). *Handbook of qualitative research (2nd ed.).* Thousand Oaks, CA: SAGE Publishing.  
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Kamil, M.L., Pearson, P.D., Moje, E.B., & Afflerbach, P.P. (Eds.) (2011). *Handbook of reading research, Vol. IV.* New York: Routledge.  
Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research: From design to implementation.* New York: McGraw-­‐Hill.  
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